

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

S. P. Morton Elementary School

Virginia SIP - School Indicators (RI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)		
Status	Tasks completed: 2 of 5 (40%)		
Assessment	Level of Development:	Initial: Limited Development 12/26/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>SP Morton's leadership team reviews school performance data (SOL data, Benchmark data, other data) regularly and continuously. School administration meets once each month, during the day, with grade level teachers to review data. School administration also meets with grade level teams within 10 days of benchmark administration to review data and craft an immediate plan of action. These meetings are also held during the day.</p> <p>Per the Academic Review Report Summary (EA 2.6), the school needs to revise the current master schedule to develop a schedule that is "based on identified learning and instructional needs" and that "supports the implementation of improvement initiatives while maximizing instructional time." Specifically, opportunities for both remediation and acceleration need to occur within/during the existing school day. Administration, along with the SIT, has set a goal for a revised schedule to be in place for the second semester of the current school year.</p>	
Plan	Assigned to:	Debbie Harris Rollins	
	How it will look when fully met:	<p>SP Morton's leadership team reviews school performance data (SOL data, Benchmark data, other data) regularly and continuously. School administration meets once each month, during the day, with grade level teachers to review data. School administration also meets with grade level teams within 10 days of benchmark administration to review data and craft an immediate plan of action. These meetings are also held during the day. Opportunities for student remediation and acceleration will occur routinely as a part of the student day. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, the focus during data</p>	

		dialogues will be the performance of all students and students comprising Gap Group 2.
	Target Date:	05/01/2013
	Tasks:	
	1. The principal will convene a series of meetings of Grade Level Chairs and Lead Teachers to revise the existing Master Schedule so that opportunities for remediation and acceleration will occur within the current school day. Grade Level Chairs will solicit input from fellow grade level teams and the lead teachers will solicit input from educational specialists (e.g. Media, Music, etc.) so that input from the full staff may guide revisions. This task addresses Essential Action EA 2.6 (Develop a schedule based on identified learning and instructional needs that supports the implementation of improvement initiatives while maximizing instructional time.) and Essential Action EA 7.1 (Develop or revise the School Improvement Plan.)	
	Assigned to:	Debbie Harris Rollins
	Added date:	01/08/2013
	Target Completion Date:	02/01/2013
	Comments:	The Master Schedule was revised with input from the full PK-5 faculty, Lead Teacher, Reading Specialist and Administration.
	Task Completed:	02/05/2013
	2. The principal will convene a "schedule committee" tasked with creating a Master Schedule for the 2013-2014 sy that includes during-the-day remediation and acceleration. The committee will begin working Spring 2013 and will present a DRAFT schedule to the full faculty and staff prior to the close of the current (2012-2013) sy. This task addresses Essential Action EA 2.6. (Develop a schedule based on identified learning and instructional needs that supports the implementation of improvement initiatives while maximizing instructional time.) and Essential Action EA 7.1 (Develop or revise the School Improvement Plan.)	
	Assigned to:	Debbie Harris Rollins
	Added date:	01/08/2013
	Target Completion Date:	06/19/2013
	Comments:	Update 3/14/2013: Individuals have been identified to form a "schedule committee" and have received their "charge" and a timeline for their work. The goal is for the 2012-2013 master schedule to be completed before June 18, 2013. This task will not be considered completed until the schedule has been developed, shared and approved by the full staff.
	3. The principal will engage the instructional staff in a study of the Fisher, Frey & Pumpian text, How to Create a Culture of Achievement in Your School and Classroom (http://www.ascd.org/publications/books/111014.aspx). The staff will read the text and share presentations with the full staff during professional learning days and/or faculty meetings.	
	Assigned to:	Debbie Harris Rollins
	Added date:	02/28/2013
	Target Completion Date:	05/31/2013
	Comments:	Update 2/28/2013: The faculty shared presentations from the first 99 pages of the text during the January early release day. The next chapter (Chapter 6) was assigned to be read by March 11, 2013.

		Related Data Point: Teacher Culture Survey Data
		Update 3/14/2013: The faculty will discuss Chapter 6 during the March faculty meeting. Additionally, the staff will review related sections of the previously administered survey.
		Related Data Point: Teacher Culture Survey Data
	4. The principal will engage instructional faculty in a review of the Rick Lavoie video workshop entitled Motivation Breakthrough. The staff will view the video, identify at least one action to take based on viewing the video and complete the Three Phase Follow-Up. Phase I will be due immediately after viewing the video, Phase II will be due two weeks later and Phase III will be due six weeks after.	
	Assigned to:	Debbie Harris Rollins
	Added date:	02/28/2013
	Target Completion Date:	05/31/2013
	Comments:	Update 2/28/2013: The faculty viewed the first six segments of the video and most have completed Phases I-III of the Phase III Follow-Up. The final segments of the video will be viewed during the March and April faculty meetings. Related Data Point: Discipline data (office referrals) Update 3/14/2013: The faculty will finish viewing the video during a "called" April faculty meeting. The principal will review the Phase III Follow-Up documents for all staff. Related Data Point: Discipline data (office referrals)
	5. The principal will create and administer a culture survey based on the Fisher, Frey & Pumpian text. Data will be analyzed by the principal then reviewed with the full faculty.	
	Assigned to:	Debbie Harris Rollins
	Added date:	02/28/2013
	Target Completion Date:	02/01/2013
	Comments:	The survey was created and administered. The principal analyzed the data then presented it to the full faculty during the January professional learning day. Dialogue ensued and the faculty determined immediate action steps based on the survey results and their study of the first five chapters of the text.
	Task Completed:	01/31/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 5 (40%)

March 27, 2013

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/26/2012
	Evidence:	SP Morton's leadership team reviews school performance data (SOL data, Benchmark data, other data) regularly and continuously. School administration meets once each month, during the day, with grade level teachers to review data. School administration also meets with grade level teams within 10 days of

	<p>benchmark administration to review data and craft an immediate plan of action. These meetings are also held during the day.</p> <p>SP Morton is currently organized in grade-level clusters, Pre-K through Grade 5, and all grade levels meet during the day a minimum of once each month. Grade chairs meet with administration the first Tuesday of each month after school. Grade level teams meet with administration the second Tuesday of each month during the day. Grade level teams also meet on their own (without administration) throughout the month. Minutes are captured and submitted to the principal. The full faculty meets the fourth Tuesday of each month after school.</p> <p>Per the Academic Review Report Summary (EA 2.6), the school needs to revise the current master schedule to develop a schedule that is "based on identified learning and instructional needs" and that "supports the implementation of improvement initiatives while maximizing instructional time." Specifically, opportunities for both remediation and acceleration need to occur within/during the existing school day. Administration, along with the SIT, has set a goal for a revised schedule to be in place for the second semester of the current school year.</p>
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March 27, 2013

School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/26/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>SP Morton faculty has typically engaged in numerous professional learning opportunities offered by the Division. While the opportunities have been recorded and educators have been offered renewal credit, opportunities have not consistently been created based on a review of school data (student data, teacher data). Opportunities have also often been "one shot" with no follow up, monitoring or evaluation.</p> <p>Per the Academic Review Report Summary, the school needs to "provide professional development opportunities for newly implemented instructional interventions to include training, monitoring and follow-up/collaboration."</p> <p>November 2012 the school began revising practices relevant to professional learning and will, going forward, adhere to the Thomas Guskey research relevant to design, delivery, implementation, monitoring and evaluation of professional learning experiences. The process will be cyclical with decisions being data driven. Evaluation will be across Guskey's five levels (see http://connectingcantycommunities.wikispaces.com/file/view/Guskey+5+levels.pdf) See also:</p>	

		<p>Guskey, Thomas R. "Does it Make a Difference? Evaluating Professional Development." Educational Leadership v. 59, no. 6 (Mar. 2002) p. 45–51.</p> <p>Guskey, Thomas R. "Apply Time With Wisdom." Journal of Staff Development v. 20, no. 2 (Spring 1999) p. 10–15. P></p>
Plan	Assigned to:	Debbie Harris Rollins
	How it will look when fully met:	SP Morton teachers will complete an annual Professional Learning Survey designed to capture teacher perception of learning/growth need along with teacher interest. Survey results will be used to guide design and delivery of professional learning for individuals, small groups and whole faculty. The survey will be administered during Spring of each school year and will guide development of a professional learning calendar for the following school year.
	Target Date:	05/01/2013
	Tasks:	
	<p>1. Teacher survey data will be used to develop an annual Professional Learning Calendar for the school. The survey will be open for teacher response during the entire month of April 2013. The calendar will specify content (what professional learning), context (where, when and how) and process (method) including how and when learning will be evaluated and monitored. All professional learning will be evaluated according to Guskey's Five Levels of Evaluation. (see http://connectingcantycommunities.wikispaces.com/file/view/Guskey+5+levels.pdf) See also: Guskey, Thomas R. "Does it Make a Difference? Evaluating Professional Development." Educational Leadership v. 59, no. 6 (Mar. 2002) p. 45–51. Guskey, Thomas R. "Apply Time With Wisdom." Journal of Staff Development v. 20, no. 2 (Spring 1999) p. 10–15. P> The calendar will be created by June 30 2013 for the 2012-2014 sy. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, professional learning will be designed to equip teachers with skills, knowledge, attitudes and behaviors to address learning needs of all students and students in Gap Group 2. This task addresses Essential Action EA 2.14 (Provide professional development opportunities for newly implemented instructional interventions to include training, monitoring, and follow-up/collaboration.)</p>	
	Assigned to:	Debbie Harris Rollins
	Added date:	01/08/2013
	Target Completion Date:	06/30/2013
	Comments:	<p>Update 3/14/2013: The teacher survey is being developed using an online survey instrument. The survey will "open April 15, 2013 and will close May 15, 2013.</p> <p>Related Data Point: The related data points will be teacher survey data and teacher professional learning evaluation data.</p>
	<p>2. The principal will convene a meeting of Grade Level Chairs and Lead Teachers to review annual student SOL data. Data analysis will include a "gap analysis" (student need as evidenced by SOL data and teacher ability as indicated by teacher observation data and teacher survey response) and will guide development of the annual professional learning plan/calendar. This task addresses Essential Action EA 2.14 (Provide professional development opportunities for newly implemented instructional interventions to include training, monitoring, and follow-up/collaboration.)</p>	
	Assigned to:	Debbie Harris Rollins
	Added date:	01/08/2013

	Target Completion Date:	06/30/2013
	Comments:	Update 2/28/2013: Annual student SOL data is not yet available. Update 3/14/2013: Annual student SOL data is not yet available.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

March 27, 2013

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 12/26/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>SP Morton grade level teams meet at a minimum once each month during the school day to review data and make curriculum and instructional decisions relevant to providing student interventions. Teams also meet within 10 days of Benchmark administration to review data and craft plans of action to engage students in flexible instructional groups.</p> <p>Per the Academic Review Report Summary SP Morton needs to "select and implement an instructional intervention that meets identified needs in English and/or mathematics."</p> <p>SP Morton has established procedures for identifying K-3 students needing reading intervention. The school needs to establish both formal procedures for identifying and a structure for serving students in grades 4 and 5 who need reading intervention and students in grades K-5 needing intervention in mathematics.</p> <p>The school has created a plan to provide after-school remediation in reading and mathematics beginning January 9, 2013. Teachers identified Tier 1, 2 and 3 students based on benchmark results and teacher observation. After-school remediation will be offered twice weekly January-May by SP Morton faculty. Per the Academic Review Report Summary, specifically Essential Action 2.6 and Rapid Improvement Indicators ID10 and ID11, SP Morton will revise its current master schedule to offer remediation during the school day. Please see those indicators, ID10 and ID11, for additional detail.</p>	
Plan	Assigned to:	Jametha Ruffin	
	How it will look when fully met:	SP Morton grade level teams meet at a minimum once each month during the school day to review data and make curriculum and instructional decisions relevant	

		to providing student interventions. Teams also meet within 10 days of Benchmark administration to review data and craft plans of action to engage students in flexible instructional groups. Every student will be matched to a research-based intervention (reading and/or mathematics) based on an analysis of their benchmark performance. Interventions will occur during the school day. Additional interventions may be offered after school.
	Target Date:	09/05/2013
	Tasks:	
	1. The principal will create and distribute a staff meeting schedule and standing agenda template to be used during student data review and intervention assignment. The schedule and template will be developed January 2013. Usage will begin second semester of the current 2012-2013 sy. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, the focus during data review will be the performance of all students and students comprising Gap Group 2, and this should be reflected in team minutes beginning second semester of the current school year and all years thereafter. This task addresses Essential Action EA 8.1 (Select and implement an instructional intervention that meets identified needs in English and/or mathematics.).	
	Assigned to:	Jametha Ruffin
	Added date:	01/08/2013
	Target Completion Date:	09/06/2013
	Comments:	Update 3/14/2013: The principal has completed a staff meeting schedule. Teachers begin using the revised agenda template March 18, 2013.
	Task Completed:	03/14/2013
	2. The principal, in collaboration with the Lead Teachers, will develop during a series of meetings January 2013 a formal process and procedures for routine review of intervention data and student performance. Detail will include how and when student progress will be reviewed and how students will enter/exit intervention. Implementation of the process will begin second semester of the current 2012-2013 sy. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, the focus during data review will be the performance of all students and students comprising Gap Group 2. This task addresses Essential Action EA 8.1 (Select and implement an instructional intervention that meets identified needs in English and/or mathematics.).	
	Assigned to:	Laura Vick
	Added date:	01/08/2013
	Target Completion Date:	06/30/2013
	Comments:	Update 3/14/2013: The principal has launched this dialogue with the Reading Specialist (Lead Teacher) but has yet to meet with the General Education Lead Teacher. The principal has engaged in dialogue with the assistant principal about the performance of students served in the after-school program. Related Data Point: Fall and Spring PALS and/or DRA data, Benchmark Data
	3. The school counselors will convene a Triage Team to review each month student data (attendance, discipline, academic). Students "triggering" in any of the three specified areas will be assigned a research-based intervention. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, the focus during data review will be the performance of all students and students comprising Gap Group 2. This task addresses Essential Action EA 8.1 (Select and implement an instructional intervention that meets identified needs in English and/or mathematics.).	

	Assigned to:	Jamie Brinkley/Sarah Lester
	Added date:	01/08/2013
	Target Completion Date:	02/28/2013
	Comments:	<p>Update: 2/28/2013 One student triggered during the February review of Triage Data. A personalized intervention plan will be developed for that student. The primary concern for this student is behavior, and the trigger was discipline (suspensions).</p> <p>Related Data Points: Attendance Data, Benchmark Data, Discipline Data</p> <p>Update: 3/14/2013 No student triggered between the February review of Triage Data and the March review of the same data.</p> <p>Related Data Points: Attendance Data, Benchmark Data, Discipline Data</p>
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)

March 27, 2013

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)
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Status Tasks completed: 2 of 3 (67%)

Assessment	Level of Development:	Initial: Limited Development 12/06/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>SP Morton identifies students across three levels: Tier 1, Tier 2 and Tier 3. Students were identified through PALS, DRA 2 and iStation assessments: Tier 1: Student reading level was determined through PALS assessment (K-3), DRA 2 (K-5) and monthly iStation assessments (2011-2012 sy and ongoing during the current school year). Tier 1 students are currently reading on grade level. Tier 2: Student reading level was determined through PALS assessment (K-3), DRA 2 (K-5) and monthly iStation assessments (2011-2012 sy and ongoing during the current school year). Tier 2 students are reading one grade level below his/her current grade assignment. Tier 3: Student reading level was determined through PALS assessment (K-3), DRA 2 (K-5) and monthly iStation assessments (2011-2012 sy and ongoing during the current school year). Tier 3 students are reading two or more grade levels below their current grade assignment. The Fountas and Pinnel Instructional Level Expectations Chart (revised July 2012) was and is currently used as a guide for decision-making relevant to the three tiers.</p> <p>SP Morton does not identify and assign interventions appropriately to students in Grades 4 and 5.</p>	

Plan	Assigned to:	Debbie Harris Rollins
	How it will look when fully met:	SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. SP Morton will, then, continue to identify students across three levels: Tier 1, Tier 2 and Tier 3. Students will be identified through relevant and appropriate assessments using Datacatation and may include PALS, DRA2 and iStation. Initial assessment will occur before September 30th of each school year and be continuous occurring monthly after. Interventions will be identified and assigned to K-5 students.
	Target Date:	06/30/2013
	Tasks:	
	1. Between October 1st and 31st (2012) all K-5 reading teachers will administer the iStation adaptive reading assessment and analyze results to determine which, if any, students will be assigned interventions. Teachers will, within 10 days of enrollment, assess any students enrolled after October 31st. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are noticed) and Essential Action 5.2 (Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.)	
	Assigned to:	K-5 Reading Teachers
	Added date:	01/03/2013
	Target Completion Date:	10/31/2012
	Comments:	<p>All K-5 teachers administered the iStation Adaptive Reading Assessment as planned. Results were analyzed and discussed in Grade level team meetings. K-3 students were assigned interventions (reading specialist services within classroom or in a pull out model, Book Buddies, Book Mice, teacher-designed intervention). Additionally, 3-5 students were assigned after-school remediation beginning January 9, 2013. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, the performance of all student and students in Gap Group 2 was reviewed and guided assignment of interventions.</p> <p>Assessment is ongoing, as described, for any new enrollees. Related Data Point: iStation data</p>
	Task Completed:	10/31/2012
	2. The Reading Specialist will, by December 15, 2012, generate and share with each reading teacher a tiered class summary report based on the analysis and disaggregation of PALS and/or DRA 2 data. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. The data analysis will, then, indicate performance of all students and students comprising Gap Group 2. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are noticed) and Essential Action 5.2 (Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.)	
	Assigned to:	Laura Vick
	Added date:	01/03/2013
	Target Completion Date:	12/15/2012
	Comments:	The Reading Specialist, as indicated, generated and shared a tiered class summary report. The Specialist has continued to work with teachers on data analysis and designing instruction to address the noted academic needs. The principal has engaged in dialogue with consultants from the University of Virginia and a contract

		has been completed. Consultants will provide teacher professional development and some direct teaching to at-risk students (Tier 2 and Tier 3) in the areas of reading and mathematics.
		Related Data Point: PALS and DRA 2 data.
	Task Completed:	12/17/2012
	<p>3. The Reading Specialist will broker and/or coordinate professional learning for K-5 teachers designed to facilitate their understanding of procedures for administering and analyzing reading assessment data - PALS, DRA2 and iStation. All training will be job-embedded, monitored and evaluated according to Guskey's 5 Levels of Evaluation and will occur during Summer 2013 and the 2013-2014 sy. The school's professional development calendar will indicate the specific dates, subjects, presenters, targeted audiences and desired outcomes. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. The emphasis of professional learning, then, will be to equip teachers with skills and knowledge to address learning needs of all students and students in Gap Group 2. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are noticed) and Essential Action 5.2 (Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.)</p>	
	Assigned to:	Laura Vick
	Added date:	01/03/2013
	Target Completion Date:	06/30/2013
	Comments:	<p>The Reading Specialist provides weekly job-embedded professional learning for K-5 teachers. Content is determined by teacher interest, teacher perceived need and needs the Reading Specialist has determined based upon her own classroom e-walk observations. "Monitoring" of professional learning occurs during e-walk observations by the Reading Specialist as well as during e-walk observations and formal observations by the building administration.</p> <p>Teachers have yet to be trained on Guskey's model and the professional development calendar has yet to be developed. These actions will occur later during the current and the following school year as indicated in this plan.</p> <p>Update: 3/14/2013 The Reading Specialist designed and delivered professional learning on Word Study. This topic was chosen based on administrator observations (direct classroom observations and review of lesson plans) and teacher questions. The Reading Specialist is planning professional learning on Word Walls in response to administrator observations and teacher questions.</p>
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

March 27, 2013

Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/06/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>SP Morton identifies students across three levels: Tier 1, Tier 2 and Tier 3. Students were identified through PALS, DRA 2 and iStation assessments: Tier 1: Student reading level was determined through PALS assessment (K-3), DRA 2 (K-5) and monthly iStation assessments (2011-2012 sy and ongoing during the current school year). Tier 1 students are currently reading on grade level. Tier 2: Student reading level was determined through PALS assessment (K-3), DRA 2 (K-5) and monthly iStation assessments (2011-2012 sy and ongoing during the current school year). Tier 2 students are reading one grade level below his/her current grade assignment. Tier 3: Student reading level was determined through PALS assessment (K-3), DRA 2 (K-5) and monthly iStation assessments (2011-2012 sy and ongoing during the current school year). Tier 3 students are reading two or more grade levels below their current grade assignment. The Fountas and Pinnel Instructional Level Expectations Chart (revised July 2012) was and is currently used as a guide for decision-making relevant to the three tiers. Tier 1: The student intervention occurs during the Reading/Language Arts block (and includes leveled take-home texts). The classroom teacher provides the intervention everyday within the classroom setting. Tier 1 students also receive intervention through iStation. In a co-teaching setting (Classroom Teacher + Lab Facilitator) for 30 minutes weekly this intervention is provided within the lab setting. Tier 2: Tier 2 students also receive intervention through iStation. In a co-teaching setting (Classroom Teacher + Lab Facilitator) for 60 minutes weekly this intervention is provided within the lab setting. After-school remediation will begin January 2013. Remediation will be offered twice weekly January through April and will be conducted by classroom teachers in the classroom setting. Tier 2, K-3 students also receive Leveled Literacy Intervention (LLI) in small group settings. PALS tutors (trained, non-certified tutors), special education teachers and the K/1 Bridge teacher provide this intervention daily for 30-45 minutes. Both a push-in and a pull-out model are used. Tier 2 (Grades 1-2) students also receive intervention through the Book Buddies program, a program conducted by trained literacy coordinators and trained, non-certified, volunteer tutors. This intervention occurs twice weekly for 45 minutes in two dedicated classrooms referred to as the Book Buddies rooms. Tier 3: Tier 3 students also receive intervention through iStation. In a co-teaching setting (Classroom Teacher + Lab Facilitator) for 90 minutes weekly this intervention is provided within the lab setting. Inclusion is offered for identified students (special educators teach collaboratively with general educators within the general education setting). As determined in triage meetings, meetings during which attendance, discipline and academic data are reviewed, personalized intervention plans are developed for students "triggering" in the three previously mentioned areas. NOTE: Tier 2 students receive all Tier 1 interventions + those described under Tier 2. Tier 3 students receive all Tier 1 and 2 interventions + those described under Tier 3.</p> <p>SP Morton does not identify or assign interventions appropriately to students in Grades 4 and 5.</p>	
Plan	Assigned to:	Jametha Ruffin	
	How it will look when fully met:	By February 28, 2013 100% of identified intervention students will be assigned and receiving a research-based intervention.	
	Target Date:	06/30/2013	
	Tasks:		
	1. SP Morton Grade Level Teams (joined by one or both lead teachers, students and parents) will meet to		

	develop Personalized Education Plans (PEPs) to address student deficiencies in reading and/or mathematics. The plans will include all intervention strategies which may occur during the school day, before the school day or after the school day. Plans will be signed by student, parent, teacher and principal or assistant principal. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, all students and students comprising Gap Group 2 will be candidates for possible PEPs. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are notice) and Essential Action 5.2 (Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.)	
	Assigned to:	Grade Level Chairs
	Added date:	12/28/2012
	Target Completion Date:	02/28/2013
	Comments:	<p>Update: 2/28/2013 PEPs have not been developed. Data has been reviewed/analyzed and students have been identified for after-school and during-school intervention in reading and/or mathematics. Teachers have also generated recommendations for retentions. Recommendations are being reviewed by administration. A new date for PEPs has been set, March 22, 2013.</p> <p>Related Data Point: Benchmark and teacher Formative Assessment data</p> <p>Update: 3/14/2013 A new date for PEPs had been set, April 8, 2013. The reasons for the change in date include (1) Benchmarks being administered March 12-15, 2013, the VA Writing Assessment being administered March 26-27, 2013 and the Algebra Ready Diagnostic Test being administered March 17-18, 2013.</p> <p>Related Data Point: Benchmark data, Algebra Ready Diagnostic data, Writing test data</p>
	<p>2. The SP Morton Reading Specialist, Laura Vick, will conduct weekly job-embedded professional learning sessions with classroom teachers to provide training on (a) the Journeys reading adoption, (b) teaching reading in the content area and (c) effective reading intervention strategies which can be applied within the classroom setting. Mrs. Vick will conduct classroom observations to provide follow-up and will submit a weekly monitoring summary to the principal. Training and observations will occur weekly during the current 2012-2013 sy and in all school years thereafter. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Professional learning will, then, be designed to equip teachers will skills and knowledge to address the learning needs of all students and students in Gap Group 2. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are notice) and Essential Action 5.2 (Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.)</p>	
	Assigned to:	Laura Vick
	Added date:	12/28/2012
	Target Completion Date:	06/30/2013
	Comments:	<p>The Reading Specialist provides weekly job-embedded professional learning for K-5 teachers. Content is determined by teacher interest, teacher perceived need and needs the Reading Specialist has determined based upon her own classroom e-walk observations. "Monitoring" of professional learning occurs during e-walk observations by the Reading Specialists as well as during e-walk observations and formal observations by the building administration.</p>

		<p>Teachers have yet to be trained on Guskey's model and the professional development calendar has yet to be developed. These actions will occur later during the current and the following school year as indicated in this plan.</p> <p>The requirement for a weekly monitoring summary is new and has yet to be implemented. This will be an expectation during the second semester of the current (2012-2013) school year.</p> <p>Update 2/28/2013: Mrs. Vick continues to provide weekly, job-embedded professional learning for teachers. She is also planning professional development for the March 11, 2013 early-release day. The focus on this day will be Word Study. UVA Consultant, Sonja Claud, conducted her first observation visit 2/28/2013. Observations will guide development of professional learning.</p> <p>Update: 3/14/2013 Mrs. Vick designed and delivered professional learning March 11, 2013 as planned (see above). She is currently planning a session on Word Walls. Ms Claud has completed classroom observations and has conducted her first professional learning session on the UVA Framework.</p>
	<p>3. The SP Morton Reading Specialist will, in collaboration with Grade 5 teachers, develop a process including identification of a tool to identify Grade 4 and 5 students needing intervention in reading and/or mathematics. The tool and process will be determined by February 1, 2013. Grade 5 students will be identified across three tiers - 1, 2 and 3 with intervention being differentiated by tier and specific student need. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, the process will guide analysis of data for all students and students comprising Gap Group 2. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are notice) and Essential Action 5.2 (Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.)</p>	
	Assigned to:	Laura Vick
	Added date:	01/15/2013
	Target Completion Date:	03/29/2013
	Comments:	
	<p>4. The SP Morton Grades 4 and 5 teachers will begin assessing students and offering research-based interventions per the newly developed process February 15, 2013. SP Morton was identified as a Focus School based on not demonstrating proficiency in two categories - All Students and Gap Group 2. Therefore, all students and students comprising Gap Group 2 will be considered for interventions. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are notice) and Essential Action 5.2 (Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.)</p>	
	Assigned to:	Grade 5 Teachers
	Added date:	01/15/2013
	Target Completion Date:	04/12/2013
	Comments:	Progress has been made toward this goal. Grade 4 and Grade 5 students have been assessed in reading and some Grade 4 students are receiving interventions.

			<p>The district has hired a new Reading Specialist (there will be two specialists), and awaits the start date (mid March) for the new specialists who will focus specifically on grades 4 and 5.</p> <p>The Algebra Ready Diagnostic Test was only recently released by VDOE and will be administered prior to March 29. This assessment will identify Grade 5 students needing intervention in mathematics. The school is discussing the option of administering this same assessment to Grade 4 students.</p> <p>Related Data Point: iStation, DRA2, teacher formative assessment data</p>
	5. Provide all teachers a 6-step problem-solving template to use in both mathematics and reading instruction with the expectation that teachers will instruct their students in using the template and that teachers will consistently use the template as part of their instruction (e.g. Anticipatory Set and/or Closure).		
	Assigned to:	Kelley Conaway/Jane Baskerville, PhD	
	Added date:	02/26/2013	
	Target Completion Date:	03/19/2013	
	Comments:	<p>Update 2/26/2013: Mrs. Conaway and Dr. Baskerville will conduct professional learning as part of the next SIT meeting. The full faculty will be invited to the meeting.</p> <p>Update: 3/14/2013: Mrs. Conaway and Dr. Baskerville will train Mrs. Burgess, Mrs. Davenport and Mr. Sing and they will, in turn, train the full staff on the six step problem solving model.</p>	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	

March 27, 2013

Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/26/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>SP Morton uses a monitoring process that includes a multidisciplinary team to review some but not all intervention outcome data. Further, SP Morton does not consistently identify both triggers and next steps for unsuccessful interventions. Interventions are applied but not addressed if unsuccessful. No formal process is in place to address successful students either - their return to the general education setting and the assignment of a new student to that intervention slot. November 2012 the school began an informal process of addressing the latter. Formal processes to address each of the aforementioned issues will be developed and implemented during the second semester of the current school year.</p>	

Plan	Assigned to:	Debbie Harris Rollins
	How it will look when fully met:	<p>The SP Morton Elementary Child Study Team (counselors, administration, various teachers depending upon grade level/subject area being discussed) will meet on a consistent basis with teachers and parents of "triggering" students to determine the impact of selected interventions on student progress. At least once monthly the team will meet to review:</p> <ol style="list-style-type: none"> 1. List of "triggering" students (may be based upon review of Datacation) 2. Intervention to be implemented for newly "triggering" students. 3. Progress of intervention if student already "triggered" and is being served to determine (a) continued service, (b) change in service or (c) exit from service. <p>NOTE: "Triggering" students are those students who evidence need in three areas (discipline, attendance, academic performance as measured by locally administered benchmarks and/or report cards).</p>
	Target Date:	06/30/2013
	Tasks:	
		<p>1. The principal, assistant principal and lead teachers will observe intervention lessons and provide written feedback to teachers. Feedback will be provided as part of the lesson plan review. This information will be used to determine whether additional professional development is needed for specific teachers. Observations will occur weekly and feedback will be provided at least once monthly during the current 2012-2013 sy. This task addresses Essential Action EA 2.14 (Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are noticed). As appropriate these leaders will engage in demonstration and/or model teaching with teachers evidencing need.</p>
	Assigned to:	Debbie Harris Rollins
	Added date:	12/28/2012
	Target Completion Date:	06/30/2013
	Comments:	<p>The principal, assistant principal and lead teachers engage in routine and regular e-walks and review K-5 lesson plans weekly. Written and oral feedback are provided. This is an ongoing process and will not be considered "complete" until the close of each school year.</p> <p>Update 2/28/2013: e-Walks continue monthly. The Division reviews the number of e-Walks during monthly Division Team Meetings.</p> <p>Related Data Point: e-Walk data, benchmark data, teacher formative assessment data</p> <p>Update 3/14/2013: e-Walks continue monthly. The Division reviews the number of e-Walks during monthly Division Team Meetings. The principal has begun using the Teachscape Common CWT Look Fors template in addition to the division's mandated e-Walk template. The Teachscape look fors focus on research-based strategies and methods that have proven effective (Bloom's Taxonomy, Marzano's Nine, etc.)</p> <p>Related Data Point: e-Walk data, benchmark data, teacher formative assessment data</p>
		<p>2. During the Grade Level team meetings teachers will review formative data for intervention ("triggering") students to determine (a) effectiveness of intervention, (b) any needed modifications in the intervention and (c) continuation of or exit from intervention. Teams will include in team minutes a report relevant to the intervention discussion and decisions. This task addresses Essential Action EA 2.14</p>

	(Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are noticed). NOTE: Grade level teams meet every Tuesday during the school day and capture minutes from all meetings.	
	Assigned to:	Grade Level Chairs
	Added date:	12/28/2012
	Target Completion Date:	06/30/2013
	Comments:	<p>Grade Level teams meet weekly at minimum. At least one meeting per month is dedicated to data review. The meeting minutes form will be revised 1/30/2013 to include a section for addressing student interventions. This work is continuous; therefore, this task will not be considered "complete" until the close of the school year.</p> <p>Update 2/28/2013: Grade Level teams continue to meet to review data (formative assessment and benchmark).</p> <p>Related Data Point: Benchmark data, teacher formative assessment data</p> <p>Update 3/14/2013: Grade Level teams continue to meet to review data (formative assessment and benchmark). Related Data Point: Benchmark data, teacher formative assessment data</p>
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

March 27, 2013